Course Code: 703022

**Course Name: Elementary Theatre** 

**Grade Level: K-3** 

Upon course completion students should be able to:



Kindergarten	1st Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
TH:Cr1.1.K	TH:Cr1.1.1	TH:Cr1.1.2	TH:Cr1.1.3
a. With prompting	a. Propose potential	a. Propose potential	a. Create roles,
and support, invent	choices characters	new details to plot	imagined worlds, and
and inhabit an	could make in a	and story in a guided	improvised stories in
imaginary elsewhere	guided drama	drama experience	a drama/theatre work.
in dramatic play or a	experience (e.g.,	(e.g., process drama,	
guided drama	process drama, story	story drama, creative	b. Imagine and
experience (e.g.,	drama, creative	drama).	articulate ideas for
process drama, story	drama).		costumes, props and
drama, creative		b. Collaborate with	sets for the
drama).	b. Collaborate with	peers to	environment and
	peers to	conceptualize	characters in a
b. With prompting	conceptualize	scenery in a guided	drama/theatre work.
and support, use	costumes and props	drama experience	
nonrepresentational	in a guided drama	(e.g., process drama,	c. Collaborate to
materials to create	experience (e.g.,	story drama, creative	determine how
props, puppets, and	process drama, story	drama).	characters might
costume pieces for	drama, creative		move and speak to
dramatic play or a	drama).	c. Identify ways in	support the story and
guided drama		which voice and	given circumstances
experience (e.g.,	c. Identify ways in	sounds may be used	in drama/theatre
process drama, story	which gestures and	to create or retell a	work.
drama, creative	movement may be	story in guided drama	
drama).	used to create or	experiences (e.g.,	
	retell a story in	process drama, story	
	guided drama	drama, creative	
	experiences (e.g.,	drama).	
	process drama, story		
	drama, creative		
	drama).		
TH:Cr2.1.K	TH:Cr2.1.1	TH:Cr2.1.2	TH:Cr2.1.3
a. With prompting	a. Contribute to the	a. Collaborate with	a. Participate in
and	development of a	peers to devise	methods of
support, interact with	sequential plot in a	meaningful dialogue	investigation to
peers and contribute	guided drama	in a guided drama	devise original ideas
to dramatic play or a	experience (e.g.,	experience (e.g.,	for a drama/theatre
guided drama	process drama, story	process drama, story	work.
experience (e.g.,	drama, creative	drama, creative	
process drama, story	drama).	drama).	

Kindergarten	1st Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
drama, creative			b. Compare ideas
drama).	b. With prompting	b. Contribute ideas	with peers and make
	and support,	and make decisions	selections that will
b. With prompting	participate in group	as a group to advance	enhance and deepen
and	decision making in a	a story in a guided	group drama/theatre
support, express	guided drama	drama	work.
original ideas in	experience (e.g.,	experience (e.g.,	
dramatic play or a	process drama, story	process drama, story	
guided drama	drama, creative	drama, creative	
experience (e.g.,	drama).	drama).	
creative drama,			
process drama, story			
drama).	TYY C 2 4 4	WY C 24 2	WYY C 2 4 2
TH:Cr3.1.K	TH:Cr3.1.1	TH:Cr3.1.2	TH:Cr3.1.3
With prompting and	a. Contribute to the	a. Contribute to the	a. Collaborate with
support, ask and	adaptation of the plot	adaptation of	peers to revise,
answer questions in	in a guided drama	dialogue in a guided	refine, and adapt
dramatic play or a	experience (e.g.,	drama experience	ideas to fit the given
guided drama	process drama, story	(e.g., process drama,	parameters of a
experience (e.g.,	drama, creative	story drama, creative	drama theatre work.
process drama, story	drama).	drama).	h Doutioinata and
drama, creative	h Idantify	h Usa and adant	b. Participate and
drama).	b. Identify similarities	b. Use and adapt sounds and	contribute to physical
	and differences in	movements in a	and vocal exploration
	sounds and	guided drama	in an improvised or scripted
	movements in a	experience (e.g.,	drama/theatre work.
	guided drama	process drama, story	drama/meatre work.
	experience (e.g.,	drama, creative	c. Practice and refine
	process drama, story	drama).	design and technical
	drama, creative	Grama).	choices to support a
	drama).	c. Generate	devised or scripted
		independently	drama/theatre work.
	c. Collaborate to	multiple	
	imagine multiple	representations of a	
	representations of a	single object in a	
	single object in a	guided drama	
	guided drama	experience (e.g.,	
	experience (e.g.,	process drama, story	
	process drama, story	drama, creative	
	drama, creative	drama).	
	drama).		

Kindergarten	1st Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
TH:Pr4.1.K	TH:Pr4.1.1	TH:Pr4.1.2	TH:Pr4.1.3
With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).  TH:Pr5.1.K  a. With prompting	a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).  b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).  TH:Pr5.1.1  a. With prompting	a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).  b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).  TH:Pr5.1.2 a. Demonstrate the	a. Apply the elements of dramatic structure to a story and create a drama/theatre work.  b. Investigate how movement and voice are incorporated into drama/theatre work.  TH:Pr5.1.3  a. Participate in a
and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).  b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).  b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).	relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).  b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.  b. Identify the basic technical elements that can be used in drama/theatre work.

Kindergarten	1st Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
TH:Pr6.1.K	TH:Pr6.1.1	TH:Pr6.1.2	TH:Pr6.1.3
With prompting and	With prompting and	Contribute to group	Practice
support, use voice	support, use	guided drama	drama/theatre work
and sound in	movement and	experiences (e.g.,	and share reflections
dramatic play or a	gestures to	process drama, story	individually and in
guided drama	communicate	drama, creative	small groups.
experience (e.g.,	emotions in a guided	drama) and	
process drama, story	drama experience	informally share with	
drama, creative	(e.g., process drama,	peers.	
drama).	story drama, creative		
	drama).		
TH:Re7.1.K	TH:Re7.1.1	TH:Re7.1.2	TH:Re7.1.3
With prompting and	Recall choices made	Recognize when	Understand why
support, express an	in a guided drama	artistic choices are	artistic choices are
emotional response to	experience (e.g.,	made in a guided	made in a
characters in dramatic	process drama, story	drama experience	drama/theatre work.
play or a guided	drama, creative	(e.g., process drama,	
drama	drama).	story drama, creative	
experience (e.g.,		drama).	
process drama, story			
drama, creative			
drama).			
TH:Re8.1.K	TH:Re8.1.1	TH:Re8.1.2	TH:Re8.1.3
a. With prompting	l a Hynlain	a. Explain how	a Consider multiple
	a. Explain	_	a. Consider multiple
and support, identify	preferences and	personal preferences	personal experiences
and support, identify preferences in	preferences and emotions in a guided	personal preferences and emotions affect	personal experiences when participating in
and support, identify preferences in dramatic play, a	preferences and emotions in a guided drama experience	personal preferences and emotions affect an observer's	personal experiences when participating in or
and support, identify preferences in dramatic play, a guided drama	preferences and emotions in a guided drama experience (e.g., process drama,	personal preferences and emotions affect an observer's response in a guided	personal experiences when participating in or observing a
and support, identify preferences in dramatic play, a guided drama experience (e.g.,	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative	personal preferences and emotions affect an observer's response in a guided drama experience	personal experiences when participating in or
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama,	personal experiences when participating in or observing a drama/theatre work.
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of character actions in a	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical characteristics and
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. With prompting	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of character actions in a guided drama	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes and	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical characteristics and prop or costume
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. With prompting and support, name	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of character actions in a guided drama experience (e.g.,	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes and consequences of	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. With prompting and support, name and describe settings	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of character actions in a guided drama experience (e.g., process drama, story	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes and consequences of character actions in a	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. With prompting and support, name and describe settings in dramatic play or a	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes and consequences of character actions in a guided drama	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. With prompting and support, name and describe settings in dramatic play or a guided drama	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of character actions in a guided drama experience (e.g., process drama, story	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes and consequences of character actions in a guided drama experience (e.g.,	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g.,	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).  c. Explain or use text	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.  c. Examine how
and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g.,	preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age appropriate theatre performance.  b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story	personal experiences when participating in or observing a drama/theatre work.  b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.

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	and choices compare	and pictures to	character's emotions
	to the emotions and	describe how others'	in drama/theatre
	choices of characters	emotions and choices	work.
	in a guided drama	may	
	experience (e.g.,	compare to the	
	process drama, story	emotions and choices	
	drama, creative	of characters in a	
	drama).	guided drama	
		experience (e.g.,	
		process drama, story	
		drama, creative	
		drama).	
TH:Re9.1.K	TH:Re9.1.1	TH:Re9.1.2	TH:Re9.1.3
With prompting	a. Build on others'	a. Collaborate on a	a. Understand how
and support, actively	ideas in a guided	scene in a guided	and why groups
engage with others in	drama experience	drama experience	evaluate
dramatic play or a	(e.g., process drama,	(e.g., process drama,	drama/theatre work.
guided drama	story drama, creative	story drama, creative	
experience (e.g.,	drama).	drama).	b. Consider and
process drama, story		1 77	analyze technical
drama, creative	b. Identify props and	b. Use a prop or	elements from
drama).	costumes that might	costume in a guided	multiple
	be used in a guided	drama experience	drama/theatre works.
	drama experience	(e.g., process drama,	D 1 . 1
	(e.g., process drama,	story drama, creative	c. Evaluate and
	story drama, creative	drama) to describe	analyze problems and
	drama).	characters, settings,	situations in a
	a Campana and	or events.	drama/theatre work
	c. Compare and contrast the	a Dagawiha hayy	from an audience
		c. Describe how	perspective.
	experiences of characters in a	characters respond to	
	guided drama	challenges in a guided drama	
	experience (e.g.,	experience (e.g.,	
	process drama, story	process drama, story	
	drama, creative	drama, creative	
	drama).	drama).	
TH:Cn10.1.K	TH:Cn10.1.1	TH:Cn10.1.2	TH:Cn10.1.3
With prompting and	Identify character	Relate character	Use personal
support, identify	emotions in a guided	experiences to	experiences and
similarities between	drama experience	personal	knowledge to make
characters and	(e.g., process drama,	experiences in a	connections to
oneself in dramatic	story drama, creative	guided drama	community and
play or a guided	drama) and relate it to	experience (e.g.,	culture in a
drama experience	personal	process drama, story	drama/theatre work.

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(e.g., process drama,	experience.	drama, creative	
story drama, creative		drama).	
drama).			
TH:Cn11.1.K	TH:Cn11.1.1	TH:Cn11.1.2	TH:Cn11.1.3
With prompting and	Apply skills and	Determine	Identify connections
support, identify	knowledge from	appropriate skills and	to community, social
skills	different art forms	knowledge from	issues and other
and knowledge from	and content areas in a	different art forms	content areas in
other areas in	guided drama	and content areas to	drama/theatre work.
dramatic play or a	experience (e.g.,	apply in a guided	
guided drama	process drama, story	drama experience	
experience (e.g.,	drama, creative	(e.g., process drama,	
process drama, story	drama).	story drama, creative	
drama, creative		drama).	
drama).			